DOCUMENT RESUME

ED 345 473 EC 301 235

TITLE Interview Guide: A Guide to Interviewing Persons with Developmental Disabilities To Obtain Information for the Development of Community Based Services and Supports.

SPONS AGENCY Illinois Planning Council on Developmental Disabilities, Springfield.

PUB DATE 91

NOTE 23p.; Developed through the Choice & Integration Project. For a related document, see EC 301 234.

PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Attitudes; *Community Services; *Data Collection; *Developmental Disabilities; Evaluation Criteria; Individualized Programs; *Interests; *Interviews; *Life Style; Personal Autonomy; Program Development; Quality of Life; Questioning Techniques

IDENTIFIERS Choice Behavior

ABSTRACT

This Interview Guide provides a framework for gathering information necessary to design individualized community-based services and supports based upon the needs and desires of persons with developmental disabilities. It is not designed to be a functional assessment or a clinical evaluation, but rather a more informal and relaxed approach to getting to know someone. The interview questions are on the left-side pages and instructions for the interviewer are presented on the right-side pages. These instructions include the purpose of each section, tips on how to ask questions, and instructions on how to record responses. The guide emphasizes questions that relate more to lifestyle issues and preferences rather than personal strengths and weaknesses. The guide is divided into the following sections: background information; where the individual lives; the individual's day program; future planning concerning the home and community environments; support needed in the bedroom, bathroom, kitchen, front room and at work/day program; and things the individual would like to do, places to go, and changes to make in current lifestyle. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED345473

INTERVIEW GUIDE

A guide to interviewing persons with developmental disabilities to obtain information for the development of community based services and supports

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Chet Grandt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Funded through a Grant From the Illinois Planning Council on Developmental Disabilities

Developed Through the Choice & Integration Project

Kathleen Carmody
Project Director

EC 301235

BEST COPY AVAILABLE

The purpose of this Interview Guide is to assist you in developing individualized services and supports for persons with disabilities.

The Interview Guide provides a framework for gathering information necessary to design individualized services and supports based upon the needs and desires of persons being served. This is not a functional assessment or a clinical evaluation, but rather a more informal and relaxed approach to getting to know someone. The interview(s) should take place in this manner - relaxed and informally.

Whenever possible, the questions should be asked of the person with a disability. If the person is unable to answer all of the questions, someone who knows him/her well should assist in responding. This person should be informed of the purpose of the Interview Guide, and instructed to respond to questions in the best interest of their family member or friend. This means that the abilities, likes, dislikes, and past experiences of the person who will be receiving services, not the person answering the question, should shape responses.

The Interview Guide is designed to be easy to use. The interview questions are on the left side of the page and instructions for the interviewer are on the right side of the page. These instructions include the purpose of each section (i.e. how the information will be used), tips on how to ask questions and how to record responses. Some persons whom you interview may not respond well to the structured format of the Interview Guide. It is fine to use a more conversational approach with these people; responses should be recorded in the appropriate spaces on the right page or in the space provided for additional comments on the left page. Remember, the goal is not to neatly complete the Interview Guide, but to obtain as much meaningful information from the person as possible.

An important feature of the Interview Guide is an emphasis on questions which relate more to lifestyle issues and preferences, than to personal strengths and weaknesses. While a person may not be able to tell you or may not know what kinds of services and supports would enable them to lead the kind of lifestyle which they would like, they may be able to tell you the kinds of things they would like to be able to do and the conditions under which they would like to live. Your job is to develop and deliver services and supports which will enable the person to lead that kind of a life.

The most important thing to remember while conducting the interview is that your goal is to develop services and supports for people which build upon their strengths, expose them to new opportunities within their community and enable them to have a desirable lifestyle. The Interview Guide is an important step toward attaining this goal, but only if it is used properly. This means using the information obtained during the interview to develop individualized services and supports for people.

The contents of this product were developed under a grant from the Illinois Planning Council on Developmental Disabilities. However, these contents do not necessarily reflect the policy of that agency.

Section I BACKGROUND INFORMATION

ABOUT YOU ...

Name: _____

Address: _____ Telephone: _____

_____

Soc. Sec. #: _____

Disability: _____

Legal Status: _____ Own guardian _____ Family member

_____ Office of State Guardian _____ Other

_____ Guardianship pending (referred through PAS system)

Guardian: _____

Relation: _____

Last visit: _____

Address: _____

_____

Telephone: _____

Section I BACKGROUND INFORMATION

This section elicits specific demographic and legal information about the person. Verbal responses should be verified through other written records, particularly in the case of guardianship information. This section does not go into great detail in this area as it is assumed that other documents within the person's record contain more detailed background information.

Any additional information about the person's life which he/she may tell you should be recorded below.

ABOUT WHERE YOU LIVE ...

Agency/Facility: _____

Address: _____ Telephone: _____

_____

Contact: _____

Facility type: _____

How long have you lived there: _____

How many other people live there: _____ Did you choose to move here:

How many people share your room: _____ Yes___ No____

Where else have you lived:

Place	City	From	To

ABOUT YOUR DAY PROGRAM ...

Agency: _____

Address: _____ Telephone: _____

_____

Contact: _____

Program type: _____

Date you began attending: _____ 19_____ How many times a week do you attend: _____

Did you choose to attend this program: Yes___ No___

What are some of the things you've learned here:

1._____ 3._____

2._____ 4._____

ABOUT WHERE YOU LIVE

This section elicits specific information about the person's current and past residences. Any comments made by the person regarding what they liked or disliked about these residences should be noted below. Any observations you may make about the residence should also be recorded below.

ABOUT YOUR DAY PROGRAM

This section elicits specific information about the person's day program. If the person is not in a day program, please note below. Any additional comments the person makes about their program should be noted below (e.g. they want to attend the same program after moving, they have a friend in the program with whom they would like to live, etc.).

Any additional information, including observations you make about the person's program should also be recorded below (e.g. program activities appear to be above or below the person's abilities, etc).

Sect II. **FUTURE PLANNING**

FOR YOUR HOME ...

Where would you like to live: _____

How many people would you like to share your home:_____ Your bedroom _____

Do you have a friend (s) whom you would like to live with: yes___ no___

What is his/her name: _____

Where does he/she live: _____

Is there anything special you would like in your home that we should know about: _____

_____

_____

What things would be important for you in order to be happy in your home:

	Very Important	Kind of Important	Not Too Important
1. I can help pick out my home			
2. I can help pick out the furniture			
3. I can help decorate			
4. I can choose my bedroom			
5. I can meet the other people who will live with me			
6. I can help choose who my roommate or housemate(s) will be			
7. I can help set up the rules for my home			
8. I can help decide what chores will be done and when			
9. Staff won't clean my bedroom without asking me first			
10. I can help decide what we will eat			
11. I can help cook			
12. I can have a snack without having to ask permission			
13. I can invite people over to my home to visit me			
14. I can have a guest stay overnight in my home			
15. My family can come to my home			
16. People can call me at my home			
17. I can make private telephone calls			
18. I can open my own mail			
19. I can meet the people who want to work in my home before they are hired			

BEST COPY AVAILABLE

Section II **FUTURE PLANNING**

FOR YOUR HOME

The purpose of this section is to find out what is important to the person about where they are going to live. This includes who they will be living with, what they will be able to do in their own home and who will be working with them.

It is important to remember that many people with disabilities have not had a lot of community experience. Some people may not have a clear idea of why these questions are important or how their responses will affect them. You should explain to the person that you are asking them these questions because you want to make sure that they like their new home. Before asking the specific questions listed to the left, you should talk with the person in general terms about homes in the community and how it will be different from where they are living now. Some questions may need to be further explained

Any additional information related to these questions should be recorded below.

		Very Important	Kind of Important	Not Too Important
20.	Someone will ask me what I think of the staff people before they are hired			
21.	I can tell the staff how I want them to help me			
22.	The staff supervisors will ask me if I think the staff are doing a good job			
23.	The staff people will be friendly			
24.	The staff cannot invite people over to my home without asking me			

IN YOUR COMMUNITY ...

What things would be important for you about your neighborhood

		Very Important	Kind of Important	Not Too Important
1.	My home is close to a job that I would like to have			
2.	I can live close enough to my day program so that I don't have to switch programs			
3.	I can live in the same town I am living in now			
4.	I can move to a different town			
5.	I can visit the town I will be moving to before I decide where I will live			
6.	My home is close to public transportation			
7.	My home is close to a shopping mall			
8.	My home is close to a restaurant that I like			
9.	I can live in a big apartment building where other people live			
10.	I can live in a house			
11.	My home can be near my friends (who, where:_____)			

These are some things that people do when they live in their own home. Can you do these things? Do you want to learn to do these things?

		Can Do	Cannot Do	Want To Do
1.	Cross the street by myself if there's not too many cars around			
2.	Cross the street if there's a traffic signal			
3.	Follow simple directions to get some place in my neighborhood			

IN YOUR COMMUNITY

The purpose of this section is to find out what things about their neighborhood are important to the person. Before asking the specific questions listed to the left, you should talk with the person about general concerns such as transportation and community resources (e.g. leisure/recreation programs available, community colleges, etc). Also, you may want to ask them how often they go out in their present community and what types of things they do. Any comments the person makes about communities in which they have previously lived, or ties to a particular community should be noted below.

Any additional information, including observations you may make about the person's present community should also be recorded below.

	Can Do	Cannot Do	Want To Do
4. Take a bus to go to the store or work			
5. Call and make arrangements for accessible transportation			
6. Go shopping at the mall by myself			
7. Help make out a shopping list for the grocery store			
8. Know how many things to buy at the grocery store and what size to buy them in			
9. Am able to give the cashier the money for the things I buy			
10. Know my address/telephone number			
11. Know how a telephone works			
12. Can use a telephone to call other people			
13. Know what the police and fire departments are for			
14. Know when to call the police and fire departments			
15. Know how to call the police and fire departments			
16. Know when I am in danger (e.g. being followed, burglary)			
17. Know what to do when I think I am in danger			
18. Know what kinds of things around a house can be dangerous (e.g. broken glass, sharp knives, etc.)			
19. Know what kinds of clothes to wear for different kinds of weather			

IN YOUR COMMUNITY CON'T

Questions 1 - 19 relate to specific abilities which are generally useful in the community. The purpose of this section is to find whether the person can or cannot perform the particular task. Also, you can indicate whether the person says they cannot presently do the task, but would like to learn. This information should be considered in the development of the person's Individual Habilitation Plan.

Ask the person each question and explain it if necessary. Explore responses with the person, such as having them demonstrate the use of a telephone, or tell you how they would respond in a particular threatening situation.

Below each question is space to write any additional comments which may be relevant to the person's response (e.g. the person may indicate they can do some parts of an activity, but require assistance with others, etc.). Any observations you make regarding the person's ability should also be noted (e.g. the person may benefit from a speed-dial or large numbered telephone, or may be able to make a grocery list using pictures of food instead of writing down items, etc.).

Any additional information should be recorded below.

This is a list of places where people go to do things or get things done in their neighborhood. Are you interested in going to any of these places or learning more about them? (circle response)

Laundromat	yes___	no___	Grocery store	yes___	no___
Barber shop	yes___	no___	Shopping mall	yes___	no___
Beauty parlor	yes___	no___	Bus stop	yes___	no___
Doctor's office	yes___	no___	Movie theater	yes___	no___
Library	yes___	no___	Pharmacy	yes___	no___
Park	yes___	no___	Restaurant	yes___	no___
Health club	yes___	no___	Dentist office	yes___	no___
Church	yes___	no___	Bank	yes___	no___

This is a list of some things people do for fun. Are you interested in going to any of these places or learning more about them? (circle response)

Go to sporting events	yes___	no___	Go for walks	yes___	no___
Watch sports on tv	yes___	no___	Go swimming	yes___	no___
Read books	yes___	no___	Go shopping	yes___	no___
Play sports	yes___	no___	Go to plays	yes___	no___
Watch television	yes___	no___	Go to concerts	yes___	no___
Listen to the radio	yes___	no___	Attend art fairs	yes___	no___
Go to the movies	yes___	no___	Visit friends	yes___	no___
Watch videos	yes___	no___	Volunteer	yes___	no___
Attend YMCA/YWCA	yes___	no___	Go to the library	yes___	no___

IN YOUR COMMUNITY CON'T

This section further addresses activities and resources within the community and the person's ability or interest in accessing them. The first section identifies places within the community where people generally go to take care of some type of business. Before asking the person the specific questions listed to the left, you should talk with them in general about what they do in the community now and whether some things which may presently done for them (e.g. laundry, cooking, shopping) are things they could do for them self in their own home.

The second part of this section lists many leisure/recreational activities which are generally available to people in the community. You can go into as much as depth as you like with these questions (e.g. what types of sports does the person like, which are his/her favorite teams, what kinds of books does the person like, etc).

Any additional comments the person may make about their interest in these areas should be recorded below.

FOR THE SUPPORT YOU'LL NEED ...

These questions are important so that staff will know what to do to help you to live in your own home. Tell me what kinds of things you can do in each of these areas, and what things you would like staff to help you with.

In the Bedroom

1. Getting up on time: _____

2. Getting out of bed: _____

3. Getting into my wheelchair: _____

4. Taking off my pajamas: _____

5. Picking out what clothes I want to wear: _____

6. Getting out the clothes I want to wear: _____

7. Putting on my clothes: _____

8. Picking out what jacket to wear for outside: _____

9. Set my alarm clock: _____

10. Turn on/off the lights: _____

In the Bathroom

1. Using the toilet: _____

2. Washing my hands and face: _____

FOR THE SUPPORT YOU'LL NEED

This section addresses specific areas of daily support the person will require to live in their home. You should task analyze each activity with the person and what type of supports they need to complete each. For persons with physical disabilities, you should note the types and amount of assistance they need and whether they presently use or could use adaptive equipment. Also, you should note the specific extent of physical impairment (e.g. if the person has greater strength on the right side of their body, this could affect the layout of their home). Any comments the person may make about activities related to those specifically listed to the left should be recorded below

Any additional information about the specific areas of support which the person will require should be recorded below.

3. Shaving: _____

4. Making sure my hair and make-up look good: _____

5. Brushing my teeth: _____

6. Take a shower/bath: _____

7. Wash my hair: _____

8. Comb and dry my hair: _____

In the Kitchen

1. Using a coffee maker to make coffee: _____

2. Making a simple breakfast: _____

3. Setting the table for breakfast: _____

4. Feeding myself: _____

5. Washing dishes: _____

6. Making a sandwich: _____

7. Packing up the things I'll need for the day: _____

8. Make my dinner: _____

9. Use a microwave oven: _____

10. Use a dishwasher: _____

11. Turn on/off appliances: _____

In the Front Room

1. Putting on my jacket: _____

2. Opening/closing/locking my front door: _____

3. Use my telephone to call people: _____

4. Turn on/tune in the television/radio: _____

At Work/Day Program

1. Using an elevator: _____

2. What kinds of things I should talk about with the people I see everyday: _____

3. Use a vending machine: _____

4. Use a pay telephone: _____

WHAT YOU WANT FOR THE FUTURE ...

1. What are two things you cannot do for yourself now, but would like to learn:

   1. _____

   2. _____

2. Where are two places you cannot go now, but would like to be able to go:

   1. _____

   2. _____

3. What do you like most about where you live now:

   _____

4. What are two things you would change about where you live now if you could:

   1. _____

   2. _____

5. What scares you the most about living in your own home:

   _____

6. What would be the most important thing to you about living in your own home:

   _____

WHAT YOU WANT FOR THE FUTURE

The questions asked in this section are among the most important in the entire Interview Guide. The purpose of this section is to find out in very concrete terms what the person wants, expects and fears from their new home. Each response within this section should be specifically addressed in the development of services and the Individual Habilitation Plan. Those characteristics of their present living arrangement which the person likes should somehow be replicated within their new home; those characteristics which they like least should be absent from their new home.

Any additional comments which the person makes should be recorded below.

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
October 7, 1992